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ABSTRACT

This booklet serves as an annual conference report for the National Association for Foreign Student Affairs. Some 58 abstracts of articles, papers, and addresses are presented. Author and title indexes are included. (RL)

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A B S T R A C T S

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

INTERNATIONAL EDUCATION YEAR CONFERENCE

THE STUDENT IN THE INTERNATIONAL SCENE

April 27 - May 1, 1970 . Muehlebach Hotel . Kansas City, Missouri

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

This abstract booklet is the first attempt of its kind by the National Association for Foreign Student Affairs. We are pleased with the cooperation we have received from the speakers and panelists. Our only regret is that everyone is not represented. Due to the mail strike and the late changes in panel membership, it was impossible for us to contact, or remind, everyone about the preparation of abstract materials.

We do not intend to publish an annual conference report. It is our hope that this booklet will serve that purpose.

This booklet includes two indices, one by authors and the other by topics. The order of the booklet is by last name of the author, or the last name of the first author listed in the case of group presentation.

Eugene L. Clubine
1970 Conference Program Chairman

Lucien W. Hope
Editor of Abstract Booklet

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ARECHIAGO, Domingo
Dean, Laredo Junior College
Laredo, Texas

Involvement of Minority Groups in Community Service Programs

Communicating with educated people may consist in, not saying a lot, but in being able to leave a lot unsaid, although mutually understood. This I shall attempt to do at the risk of being vague and unorganized. As educators we know that it is as important for college's, like individuals, to establish a rationale for their conduct and guide their behavior accordingly. My remarks will be primarily directed to the rationale for the involvement of minority groups in college and community service programs.

Perhaps the most serious and valid criticism leveled at American Higher Education, is that we are not doing enough to bridge the gap between theory and practice. This charge is nothing new but is important. The rhetoric used in expressing this criticism varies, but it all has to do with our failure to communicate what is relevant to current conditions and needs. The fact remains that formal education attempts to transmit knowledge primarily through the teaching of Social and Natural Sciences, when the fruits of knowledge are expressed in the art of doing, of performing, of achieving, of working, and of living.

Where, may I ask, have our successful citizens learned how to communicate intelligently and effectively; to become socially acceptable; to improve their values? They probably learned how to apply their knowledge outside the classroom.

We and our contemporaries enjoy many conveniences that add materially to our comfort and well being. Yet in the midst of priceless assets we recognize grave liabilities. People suffer from hate, poverty, strife, cruelty, worry, uncertainty, depression and fillings of futility.

Millicent C. McIntosh has described his century as one in which too much has happened too quickly for assimilation. One contributor to the Atlantic Monthly in referring to the speed of railroads wrote in 1857 that "the world has advanced from a speed of five miles to twenty or more." Change, of course, has been much swifter in our time. But as one observer noted, we have been slow in making a change from our individualistic philosophy to one of "concern and responsibility" among persons and nations.

Minority groups and their problems are currently one of the greatest symbols of uncertainty-their restricting tenets and potential danger to a unified society are once again appearing on the scene. In minority groups there is a lack of communication with other elements of society and avoidance of involvement in common purposes. This is in direct contrast to the healthy interdependence that is recognized as the paramount reality of the nation as a whole which draws richness and strength from the unity of diversity.

Problems do not go away. As long as minority groups are not assimilated, accepted, and participating in the American mainstream, major problems will be upon us. As educators we should acknowledge the fact that today's average citizen may have received sufficient technical and professional training in one field or another but is only incidentally prepared to perform his duties as a man, a parent, and a citizen. Having acquired competence in some particular occupation falls short in the human wholeness and civic conscience which the cooperative activities of citizenship now require. A major problem is the failure to provide any care of unity in the essential diversity of our time. A society whose numbers lack a body of common experience and common knowledge is a society without a fundamental culture. It tends to disintegrate into a mere aggregation of individuals all going in different directions.

It is through student activities and community service programs that we learn how to put our knowledge into practice. Minority group students need more direction and orientation. Greater participation in college and community projects will give minority group members not only a base from which to build and participate, but also the ability to select, refine, and contribute to others. Rational minds have been basic in establishing and preserving freedom. They are essential to the individual dignity and human progress that we are committed to.

Each person is the center of a world defined and limited by his own imagination and exposure. Narrow self interest, does not solve problems and problems do not go away.

BARON, Marvin, Associate Foreign Student Adviser, University of California, Berkeley, California; BLAIR, Robert L., Director, Institute of International Education, Denver, Colorado; UTLEY, David G., Director and Adviser to Foreign Visitors, International House of Chicago, University of Chicago, Chicago, Illinois

Panel on Foreign Scholars (Regulations and Technicalities)

Introduction: Rather than turn this into a "gripe session", the panel would like to discuss certain problem areas each of us, particularly in the University world, face in working out arrangements to bring foreign faculty to our institutions. At most of our larger universities, both public and private, the number of foreign faculty is increasing each year. At Yale, for example, while the number of foreign students has remained fairly constant for five years (approximately 700), the number of foreign faculty has increased by 60.5% (from 203 to 335).

What we propose, therefore, in this panel is to discuss some of the major problems, and to suggest possible solutions to them. As time is short, we have agreed to limit ourselves to discussion of four major areas: Problems with Consular Offices abroad; Problems with the Department of State; Problems with Internal Revenue; and finally Problems on Campus with regard to foreign scholars.

I. Problems with Consular Offices.
   a. Need for more accurate information and appropriate advice on the various visa possibilities, with a frank discussion of the limitations or restrictions on each.
   b. Need for complete information on documentation necessary for visa, and on other pertinent facts governing category of visa.
      1. H-1 visa applicant should be informed to transmit degree certificates (with translations if not in English) as well as curriculum vitae.
      2. Tax information for H-1 - If teaching and from non-"Tax-Agreement: country, can claim exemptions for dependents, provided they are in U.S.
      3. H-1 for a single lecture or series of lectures (30 days or less), costly in time and money for all concerned. Need to relax B-1 honoraria restrictions - To be discussed in Internal Revenue.
   c. Wives on "J-2" visas
      1. Wives not told that Immigration must give permission before being permitted to accept employment, and
      2. "Faculty" wives may not be given permission to work if husband's salary is ruled adequate for her support. ($10,000 or more a year).
   d. Applicants for immigrant visas are not given realistic time table for processing of 6th Preference, leading to confusion both for foreign scholar and U.S. institution.
   e. Why should Western Hemisphere nationals (mainly Canadians) be denied H-1 visas, even if "potential immigrants"?
      1. Cannot adjust in U.S. without returning to Canada.

BARON, Marvin, BLAIR, Robert L., and
UTLEY, David G. (continued)

2. Frequently, time lag in processing 6th Preference would prevent scholar arriving in U.S. in time to take up his teaching program. Could regulations be interpreted with greater flexibility to permit issuance of H-1, while I-140 is being processed?

II. Problems with Department of State (Facilitative Services)
  a. Need for review of maximum length of time for visiting professors. Should be permitted three years for teaching, similar to researchers.
  b. Need for clarification of proposed new regulations governing waivers of two year foreign residence requirement, if "foreign government" certifies no objection to foreign scholar remaining permanently in U.S. Who qualifies in "foreign government" to make such statement?
  c. Need for State to be able to review special requests, well in advance of limit of stay expiration, for:
    1. Extension for additional period, either research or teaching.
    2. Change of category (e.g. research to student) Some departments in the physical sciences find it desirable for prospective Ph.D. candidate to spend 6-12 months in research training before going into graduate school.

III. Problems with Internal Revenue.
  a. Chief problem concerns B-1's accepting fees or honoraria in U.S.
    1. Different Immigration Offices view practice differently - some are lenient, some not.
    2. A time saver for all concerned if conditions under which B-1's can receive payment were broader to permit a foreign scholar in U.S. for 30 days or less, for single lecture or series of lectures to receive consultation fee or honorarium.

IV. Problems on Campus with regard to foreign scholars.
  a. Are FSA's, in most large institutions, also responsible for visa documentation for foreign scholars as well as counseling them after arrival.
  b. Is there a need for NAFSA to develop a statement on ways institutions can aid the scholar in enjoying an optimally productive educational experience on our campuses - from the time he applies for his visa, through his stay in our institutions and on his return home.

Recommendations:
1. With regard to the Consular Office, could NAFSA appoint a committee to work with Visa Office of Department of State to develop a pamphlet on various visas, with full discussion of limitations, restrictions, time element, etc. to be made available to all seeking to come to teach or do research in our institutions?
2. With regard to Internal Revenue, could NAFSA draft a letter to IRS Director to question possibility of broadening conditions under which B-1's may receive fees.
3. How is the best way to proceed with Facilitative Services to assure institutions that they are indeed "facilitative"?
4. Recommend that Field Service prepare a Special Guide Lines on foreign scholars.

BELK, Samuel E., III
Deputy Assistant Director for Training Support
Office of International Training
Agency for International Development
Department of State
Washington, D.C.

Federal Agency Panel: Developments Today and Tomorrow

There are at least two points of view from which to consider foreign students. First, he is a subject of the educational process. Primary responsibility rests with the university, to draw out of the student as much as it can of his talent to help him help himself as fully as possible. Yet even here the university is time-, space-, and society-oriented.

Second, one must see the foreign student as a subject of the foreign interest of the United States government as a potential contribution to the development and progress of his country and a potential leader in its international and domestic activities. This is our point of view. We see our supported students as related to the growth of the developmental process and assisting their country.

These are not incompatible. The most lasting and rewarding impact that the United States can make in the developing country is that of increased education. This is a school responsibility and the results we seek can be achieved only through growing collaboration through the university community and the government. We would agree with those who contend that the government and the educational community are worlds apart in their objectives, aspirations and reasons for being; on the contrary they are reciprocal forces in the same work. While the majority of foreign students come to the United States under auspices other than the government, the government's attitude toward international education has greatly influenced the migration to United States campuses.

Over the years the Agency for International Development has brought to the United States nearly 120,000 foreign participants. In 1969 more than 10,000 participants received some form of study or training in numerous technical fields in the United States. Approximately half of these came here for academic study.

The objectives of the Agency for International Development's training program are not only to improve the technical and professional skills and knowledge of the participants, but also to introduce attitudes and values important to developmental activities, and to foster an appreciation of the need for social as well as economic growth and to demonstarte in so far as possible that these are inseparable.

Each Agency for International Development student is carefully selected for a special role in his country's development and his studies are intended to prepare him for this role. He is committed to return after completion of the initially requested study and use his United States training toward this purpose. Teaching others then produces the multiplier effect through which his newly acquired knowledge can become more than a personal acquisition.

BELK, Samuel E. III (Continued)

The world is growing increasingly aware of the ominous implications of the disparities in human resources. Everyone can subscribe to the ideal of complete intellectual mobility. While the university's prime mandate is to educate the most people, it functions within the total confines of the world community. The Agency for International Development's participant comes to the United States for training or study related to an agreed need of developmental growth of his nation. While the participant's personal preferences are considered, the developmental objective must take precedence. We know this runs counter to many views of college and university personnel but without this criterion there is no valid reason for the Agency for International Development's sponsorship. The Agency for International Development's purpose is to help people build their country: this includes study and training to build indigenous cores of skilled personnel in the cooperating country.

BENSON, August
NAFSA Vice President for Regional Affairs
and Foreign Student Adviser
Michigan State University
East Lansing, Michigan

New Directions for NAFSA - A Discussion of Resolutions

At their recent annual conference, Region X passed a resolution pertaining to the role and representation of students in NAFSA that in turn will be presented at the business meeting at the National Conference in Kansas City for adoption by the National Membership. This resolution, reproduced below, serves the useful purpose of moving from generalized discussions to specific proposals. Equally important, it serves to underscore the importance of each NAFSA member exploring the possibilities inherent in student membership as proposed by the proponents of the resolution and arriving at the conference fully informed and prepared to discuss and vote on the proposed resolution.

This will serve as advance information to each member of NAFSA on a subject of major importance to the association. In addition, however, I propose to recommend to each Regional Chairman and his representatives on the Foreign Student Advisers Council that an FSA workshop (including representatives from each of the sections) be held before the National Conference to review and discuss the various dimensions of this resolution, including, but not limited to, Legal aspects, Institutional responsibilities, Foreign Student Office responsibilities and involvement, Fundamental objectives and policies of NAFSA, etc., all with the awareness that the present constitutions, by-laws of NAFSA as well as Institutional policies and programs are subject to change.

Resolution 1
NAFSA Region X Conference, November 14, 1969

Whereas the National Association of Foreign Student Affairs through its professional membership and field service activities influences the lives of foreign nationals studying in the United States;

and

Whereas one of the major issues in higher education today is the participation of persons and groups in decisions which affect their lives;

and

Whereas any significant discussion of foreign student affairs should include a meaningful participation of foreign persons

Be it resolved that Region X of NAFSA:

1. Establish a Student Section parallel to the existing interest sections, and empower the regional chairman to immediately appoint an international student member as section chairman, to share equally in responsibility for regional planning with other section chairmen and members of the regional team;

2. Instruct each section chairman to appoint two (2) vice chairmen, one international student member and one professional member, to assist and advise the chairman in planning each section's ongoing activities;

BENSON, August (continued)

3. In accordance with the national by-laws on student membership, instruct the regional membership chairman to encourage international students to membership using all appropriate means available;

4. Provide for substantial participation by foreign nationals as resource persons and speakers in future regional workshops and conferences;

5. Encourage those NAFSA member institutions in Region X with foreign student enrollments entitling them to more than one (1) institutional representative to appoint an international student as one of their representatives.

Be it further resolved that the incoming regional chairman be instructed by the regional membership to present this resolution at the business meeting of the next national conference for adoption by the national membership, and that the current Region X chairman and members of the regional team are instructed to implement this resolution immediately.

John Walker	SUNY, Albany	
Kate McCready	IIE	
Janice Bronson	Columbia University	
James Gross	Operation Crossroads Africa	
Ann Ritchie	Columbia University	
Mary Thompson	International Student Service	
John Borel -	NYU	Ruth Jache - Teachers College
Cynthia Fish	Cornell University	
Nina Swaim -	Columbia University	Arthur Shriberg - Hunter College

BORDIE, John G.
Associate Director
International Office
University of Texas
Austin, Texas

Perspective in Foreign Student Testing - Bilingual Research and Testing of Foreign Students

Considerable research in the area of bilingual education is devoted to determining the level of ability in a second language possessed by the bilingual child. Various factors have been identified as being significantly important for the indication of language ability. Some of these items - mean sentence length, close unit length, deep structure complexity, repertory size, etc. - appear to be significant in the evaluation of language ability possessed by the older foreign student. Some of these factors are cultural and temporal in nature and must be considered in the total context of the testing situation.

Additionally, despite reasonable progress toward close identification of language ability factors, the absence of accepted general definitions of language competence causes difficulty in evaluation and subsequent misplacement of the student. A few suggestions regarding the use of tests for placement are given.

CHI-HUNG, Chan
Student from Hong Kong
Saint John's University
Collegeville, Minnesota

What Next Year's Prospective Student Needs to Know

Brief background introduction. Essential necessity of financial and academic information, and the frustration in gathering some of the right kind of information. Confronting a very complicated situation, foreign applicants easily miss "obvious" information; encouragement and emphasis on use of channel of guidance is important. Thoughts from readings of "Entering Higher Education in the United States", "Financial Planning for Study in the United States", and comparison with personal experience.

Precise information, especially of travel, of weather and of studies. Appreciation of "Immigration Information", "Foreign Student Advisors", and a few hints that personally found very practical.

CLEMENTS, Forrest
Chief of Evaluation
Evaluation and Follow-up of International Training
Agency for International Development
Department of State
Washington, D.C.

Evaluation of Community Programs (Based on AID Studies)

The Agency for International Development (AID) of the Department of State has engaged in a systematic exit interview program for the last three years. It is our main evaluation procedure for the non-technical aspects of the participant training program. Most participants who have training programs in the United States attend our exit interviewing facility in Washington after their actual training has been completed and just prior to departing for their home countries. The technical aspects of their training are evaluated by the training institution, the program development officers and the participating agencies if any are involved. The non-technical phases of their training experience which includes home hospitality, social and recreational activities, and community programs are rated on the basis of the exit interviews. The information thus gained, when statistically analyzed, provides measures of participants' own reactions to this part of their training sojourns. The present paper will deal briefly with about 1300 of the more recent exit interviews as an example of what may be expected from this method of evaluation.

COOK, Paul A.
Acting Chief
Facilitative Services Division
Bureau of Education and Cultural Affairs
State Department
Washington, D.C.

Federal Agency Panel: Developments Today and Tomorrow

I plan to discuss the anticipated effects of S.2593, an act to amend the Immigration and Nationality Act, on the Exchange Visitor Program. The act has not yet been signed and all of its ramifications are not yet known. Therefore, I shall have to develop my presentation between now and the 27th of April.

COWLEY, George A.
Counselor for Cultural Affairs
Canadian Embassy
Washington, D.C.

Communications Gap Between Embassies and Foreign Student Advisers

The Manpower Department of the Canadian Government operates a service called "Operation Retrieval" designed to bring the qualifications of Canadian students in United States universities to the attention of Canadian employers. Students who wish to participate fill out a form listing their academic experience and work preferences, and these forms are reproduced and sent to several thousand commercial and industrial firms in Canada, and to universities and to government departments, who are then asked to contact students in whom they are interested directly. Foreign Student Advisers are asked to supply the names of Canadian students to the Canadian Embassy in Washington, which will then make sure that each student is informed, individually of the program, and sent, on request, lists of Canadian employers in their field and of monthly academic vacancies. Alternatively Foreign Student Advisers and students may correspond directly with the Department of Manpower, Ottawa 2, Canada, or, for academic vacancies, with the Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4.

Additionally, the ten to twenty universities in the United States with the largest numbers of Canadian students, are visited annually by a team from "Retrieval" who offer counseling on professional employment prospects in Canada. Requests from other universities to be included in such team visits are welcomed.

COWLEY, George A., Counselor for Cultural
Affairs, Canadian Embassy, Washington, D.C.;
GANGULEE, Prabhatindu, Counselor, Embassy of
India, Washington, D.C.; HOIVIK, Jan, Attache
for Student Affairs, Norwegian Information
Service, New York City, New York

Communications Gap Between Embassies and
Foreign Student Advisers

Since the panel will consist of officials from various embassies, there will be a brief introduction by each of the participants regarding their programs and work.

The presentations by the panel members will cover both problems and plans for action which will enable better relations between foreign student advisers and embassy officials, and also, at the same time, help in the over-all field of foreign student admissions.

The use of NAFSA as a "clearing house" for embassy information and evaluation of foreign credentials.

The hope that embassies will visit universities frequently, and inform the Foreign Student Advisers in sufficient time, so that he can gather the students from the country concerned to meet the embassy official.

The possibility of obtaining the names and addresses of the foreign students from a central office, e.g., the Institute of International Education.

The problem of over-training, the conflicting desire of an embassy to have its students return to their home country, and the hope of the foreign student's adviser, and often the student himself, that he stay longer for a graduate degree, even if there will be no prospect of suitable employment for them in their own country at such an advanced level.

DAS, Man Singh
Assistant Professor of Sociology
Northern Illinois University
Ke Kalb, Illinois

Research Findings of an Economist and a Sociologist - Asian Students and the Brain Drain

The study examined empirically the attitudes of 654 Asian male students toward returning to the country of origin upon completion of their studies and training in the United States, and the effect of these attitudes on the loss of professional skills by the country of origin. The sample represented eleven developed and less developed countries of Asia based on Berry's "technological and demographic scales." The sample was drawn from twenty American universities and colleges with a minimum enrollement of 400 foreign students. The investigation was needed both for the development of the scientific fund of knowledge and as some objective standard by which to assess the frequently stated notion that impoverished nations of Asia have been robbed of their talent and stripped of their human resources. The research evaluated the concept of "gain" or "loss," inherent in the international exchange of professionals, which is ambiguously referred to as the"brain drain." It may more appropriately be treated, however, as "brain gain" or "brain exchange."

A large proportion of Asian students (72 per cent) wishes to remain in the United State permanently. Asian students (28 per cent) in fields where there is employment opportunity in the home country plan to return. This group mostly included doctors, engineers, agriculturalists, and scientists. Asian students in fields where employment opportunities are limited in the home country but more plentiful in the United State are more likely to plan to remain here permanently. These students are mainly in the social sciences.

Eighty per cent of all Asian students who wish to remain in the United States permanently come from developing countries. In some of these countries, indigenous universities already produce more highly qualified and technically trained people in some occupations than the national economies can absorb now or in the foreseeable future. They therefore lose people to the growing immigration stream. Twenty per cent of those students staying in the United States are from less developed countries. The ones who decide to settle down permanently in the United States are those who have specialized in subject matter areas of little functional consequence to their transitional societies. Examples of non-functional disciplines, from the traditional economic developmental model, would be humanities, social sciences, and such highly specialized areas as nuclear physics.

DEANTONI, Ed
Assistant Director
Placement Center
Cornell University
Ithaca, New York

Student Opportunities Committee (Improving
Summer Employment and Practical Training)

Job placement of foreign students encounters a range of problems which reflect the hopes, fears, and frustrations of these students as they complete their education in the United States. The "marketplace" is generally misunderstood, and its values present a rude awakening to international visitors sheltered by a benign educational institution. A recent survey of industrial recruiting policies toward foreign nationals demands special attention by the university of a set of assumptions in international education which often creates more ill-will than international understanding. "Practical training" is, in actual fact, euphemistic nonsence. NAFSA Membership is urged to consider the alternatives of international education as an end or as a means to ends which are often ignored or sublimated to the rhetoric of "international education."

DIXON, Rebecca R.
Graduate and International Admissions Office
University of Miami
Coral Gables, Florida

Agency - University or College Cooperation: Pre-Campus Issues

A survey was mailed to 100 colleges and universities to learn their reactions to assistance from international agencies. The survey sought to get at the types of problems colleges experience with agencies, an estimate of the college's volume of foreign application work and a description of the college's method of handling agency-referred applications. Generalizations, based on about a 40% response, are as follows:

1) Some colleges choose not to use overseas agency-interviewing and referral services in processing routine applications.

2) No college indicated that any or all of the agencies were particularly troublesome to deal with. The item most frequently checked concerning general practices of the agencies was that dossiers of graduate applicants were referred too late to meet the college's deadline for admission or for financial aid. Lateness was only slightly less of a problem for undergraduate applicants.

3) Very few colleges indicated they were troubled by an agency having no one person designated as a contact person. Exceptions named were the Office of Education and AID.

4) The area of greatest concern was the completeness or incompleteness of the dossiers referred by the agencies. Many respondents indicated that a demonstration of English proficiency was a requirement for admission and that the agency often did not provide it, namely, in the form of TOEFL scores.

5) Many schools indicated that other test scores, which they deem necessary, are not provided--the SAT, the GRE, ATGSB, etc.

6) Other deficiencies mentioned, but mentioned less frequently, include: syllabi and their English translations; explanation of the student's grading system; explanation of the country's educational system; information about the quality of the student's school or university; information about how the student has occupied his time since leaving school.

Summary

Final questions

ERICKSON, Gordon
Director, American Language Institute
New York University
New York City, New York

The Presence and Means of Identifying American High School Graduates Who Need Work in EFL Before Taking on a Full College Program

Dependent on the standards of its freshman English courses, a college's so-called remedial English program would include among other categories of students, those American high school graduates who may have spent two, five or twelve years in the American school system but who still have a foreign language interference with their successful accomplishment of college study. Identification of such students by an admissions officer is extremely difficult from normal documentation and the usual questions in application forms. The high school recommendations might, but probably would not, include notations concerning language problems. Even a personal interview might not point up the problem because depending upon their length of stay in the country, these student's oral/aural language probably would be fluent, although not thoroughly accurate and pronunciation might be from excellent to just slightly tinged with an accent.

Some hints of a problem may be found in the application which would include an indication of where the student was born, and if outside the United States, when he arrived. To the knowledgeable admissions officer a student's address might be a clue, if he comes from a large city.

A further clue might be obtained from the student's high school course grades which might indicate, for example, 80/90's in mathematics, science and social studies, and 65/75 in English. The SAT scores may be a clue with the verbal score considerably below the math score. This, while a clue, must be looked at with caution, as with such a student a verbal score is no real indication of the student's over-all general ability to function.

The only criterian for identifying this student is a careful evaluation based upon a combination of objective testing and in-depth interview. Such testing, which might include the usual ESL tests covering structure, vocabulary and aural comprehension, should by all means include a good reading comprehension test combined with the writing of an expository essay on a specifically suggested subject, probably connected with the context of the reading material. The evaluation of such testing must be expertly made by an examiner familiar with the importance, or more likely, the lack of importance of errors in structure, vocabulary, foreignisms, mature content, cohesiveness and the possibility of student panic. The interview, again expertly done, must similarly take into account the over-all ambience of the student's backgound, his probable provincialism, his probable lack of familiarity with English/American literature, and the usual interview jitters which may, in his instance, be accentuated.

FISIAK, Jacek
Chairman, Department of Linguistics
Adam Mickiewicz University, Poland
Visiting at University of Kansas
Lawrence, Kansas

The Foreign Scholar Looks at ESL - English Language Teacher Training in Poland

Foreign language teachers in Poland are trained in university departments of foreign languages.

In the present paper I shall attempt to describe and evaluate the syllabus of full-time and part-time programs taken by future English language teachers in Poland, including both regular courses and summer schools as well as other required activities.

FREDERIKSEN, Charles F.
Director of Residence
Iowa State University
Ames, Iowa

How Others Might Help Us - Association of College and University Housing Officers

Main points I intend to cover as a part of the panel presentation for the part of the panel presentation for the COSPA Plenary Session:

1. Literature and information exchange with foreign universities.
2. Graduate-foreign student living arrangements.
3. Foreign student staff offices in residence halls.
4. Cross-cultural dinners and programs in residence halls.
5. Foreign student involvement in residence hall Human Relations Committee's activities.
6. Role of Association of College and University Housing Officers (ACUHO) in planning itineraries of visiting foreign housing officers.

FRIED, Vilem
Chairman, Department of Non-Slavanic
  Languages
Caroline University
Prague, Czechoslovakia
Visiting at University of California
Los Angeles, California

The Teaching of English as a Foreign Language in Czechoslovakia

There is a difference in goals when we refer to English as a Second Language and English as a Foreign Language. In a public school curriculum we may distinguish the First Foreign Language, the Second Foreign Language and the Third Foreign Language. In surveying the history of foreign language teaching in the part of Europe what is today called Czechoslovakia we may easily detect a "foreign language policy" reflecting the general political set-up in each period. English in Czechoslovak public schools holds the place of a Second Foreign Language. The ways and means of teaching it must be viewed within the context of teaching the other foreign languages. The subject, Foreign Language, has been an integral part in the school curriculum for many centuries. The methodology of foreign language teaching is of old standing and still finds a great deal of inspiration in the pioneering thoughts of John Amos Comenius.

The teaching of English in Czechoslovakia after 1930 was greatly influenced by the ideas of the Prague School of Linguistics. The founder of the school Vilem Mathesius, Professor of English at Prague University, said in 1929 that every really great idea (he referred to structural linguistics) must find practical application. Textbooks of English written by prominent members of the Prague Circle, as B. Trnka, J. Vachek and others, showed how functional concepts of language should be applied in the classroom. In search for efficient methods of teaching English as a Foreign Language on all levels of the school system the view among theoreticians and practical teacher persists that only a reasonable balance between habit formation and cognitive learning is desirable.

GANGULEE, Prabhatindu
Counselor, Education and Culture
Embassy of India
Washington, D.C.

Communications Gap Between Embassies and Foreign Student Advisers

1. Urgent need is felt for an authoritative group of educators to visit developing countries in order to evaluate their educational systems and thereafter advise universities and other educational institutions in the United States of America as to the amount of credit that should be allowed foreign students for studies already completed. NAFSA should initiate this move in consultation with representatives of developing countries.

2. Great need is felt for a Directory of foreign students in this country. It is difficult for Embassies to prepare a complete list of their students because educational institutions often say that they are unable to supply the required information as it infringes a convention. However, foreign student advisers do maintain a list of foreign students. This could be sent to NAFSA who could use this material to bring out (a.) general directory and (b.) country-wise directories. My proposed form is:
    1. Name
    2. Age
    3. Whether graduate or undergraduate
    4. Whether on private resources or on scholarship
    5. Subject of studv
    6. Date of enrollment in the institution

3. Foreign student advisers should report fresh arrivals of foreign students to Embassies, etc. concerned once a quarter.

GLASS, D. Roger (Mrs.)
COMSEC - Field Service Consultant
Ann Arbor, Michigan

Evaluation of Community Programs (Unpublished Research and Evaluations of Community Programs)

Though hopefully many Community Groups use some sort of evaluative techniques to improve their programs for and services to foreign students, there are very few research studies reported. The 1960 through 1969 issues of Research in International Education - Research in Progress and Research Recently Completed, produced cooperatively by the National Association for Foreign Student Affairs and the Institute of International Education, are the major source of this kind of unpublished research. Out of some 850 citations during these nine years, less than twelve dealt with Community Programs, were unpublished, and had any validity and relevancy. These will be reported on.

Suggestions for conducting evaluative studies on the local level will be given, and recommendations for future research and for the reporting of results will be made.

GRACE, Eugene G.
Director, Student Services
International Student House
Philadelphia, Pennsylvania

Student Opportunities - Improving Summer and Practical Training - Student Services Programs of the International House of Philadelphia

Practices, procedures and scope of the Employment Program of the International House of Philadelphia, a Community based agency.

- Summer placements
- Part-time placements
- Trainees and other exceptions
- Speaker's Bureau
  - Interpretations
  - Translations
  - Tutoring
- "International Classroom" (Ogontz Plan for Mutual International Education)

RESULTS:

PROBLEMS:

RECOMMENDATIONS:

HAJI-ABDULLAH, Firdaus
Student from Malaysia
Ohio University
Athens, Ohio

Developing the International Campus
Prospective: Foreign Student
Contribution - Internationalization of
U.S. Campus

Who's job is it to internationalize the U.S. Campus? A simple answer to such a question is: it is the job of everyone who is interested in seeing an internationalized U.S. Campus. It is not exclusively the job of a Foreign Student Adviser. It involves everybody, from a foreign student freshman to the university president. However a more important question is: how to internationalize it? Before answering this question, another question is in order: what do we mean by "an internationalized U.S. Campus"? Many answers can be offered to the last question, and among them are: "an internationalized U.S. Campus is a campus in which the foreign students feel that they can enjoy American life without necessarily "Americanizing" themselves; whereas the American students, on the other hand, realize that there is civilization on every latitude of the world. In short, a campus can only be called fully internationalized when its members (students and faculties) feel that they can freely live and interact in the spirit of genuine international brotherhood, free from prejudice and free from "unbalanced relationship" (as a result from superiority or inferiority complexes).

Internationalization of the campus involves at least two ways of communications: communication among the foreign students from the different countries; communications between the foreign students on one hand and the American students on the other. Among ways and means to facilitate the communication are:

- special regular column for international affairs in the campus newspapers;
- a graduate assistant in the Office of the Foreign Student Adviser to organize activities of international nature;
- regular meetings (cultural, recreational, intellectual) of the international students.

HICKEY, Gerald
Foreign Student Adviser
Hutchinson Junior College
Hutchinson, Kansas

Why Foreign Students in Junior Colleges

Russell Hanson, Chairman of the NAFSA Junior College Committee, will give a twenty minute (approximately) talk on why junior colleges ought or ought not to accept international students. Mention will be made of such "pre" reasons as lower tuition than at a university; smaller classes, therefore, a closer contact between student and teacher; smaller enrollment which enables the foreign student to be more easily assimilated into the student body; more flexibility in the development and/or implementation of new curricula; less emphasis on research and publication which enables teachers to give more outside-of-class time to the student and enables teachers to devote sufficient time and effort to prepare their classroom material and to experiment with audio-visual aid material; etc.

"Con" ideas would include items such as lack of special classes (English as a second language) for foreign students, the feeling that foreign students add nothing to the campus scene (the isolationist attitude which still exists today), the feeling that junior colleges must cater to the district which furnishes the tax monies and most of a school's enrollment (this is a logical argument especially in the vocational-technical area where classroom space may be taken up by the foreign student instead of a local student), the feeling that the foreign student must be graded differently than the American student because of the differences in English ability and in cultures, etc.

After Mr. Hanson finishes his presentation, the other members of the Junior College Committee will have an opportunity to elaborate on or add to his remarks. This should take us to the noon hour adjournment.

Hopefully, the participants will mull over the morning's remarks, discuss them during the noon meal and bring back their ideas to the afternoon session, which will be a question-and-answer period with the Junior College Committee serving as the resource personnel.

HIGBEE, Homer
Assistant Dean for Educational Exchange and
Director of Foreign Faculty and Student
Programs
Michigan State University
East Lansing, Michigan

NAFSA And The Newcomer

One of the most important points that newcomers to NAFSA should be made aware of is that NAFSA is a voluntary professional association and as such requires an enormous amount of volunteer time, energy and thought on the part of its membership--that is, of course, if the membership is interested in a lively productive organization. We are very much aware of the relatively high turnover of persons engaged in advising foreign students at some of the smaller institutions where the job is only a part-time affair. These people, we feel, can benefit greatly from the National Association for Foreign Student Affairs, and in fact one of our major programmatic thrusts is designed to be of assistance to this group of people. Conversely, however, it is my own belief that this same group of people, new though they may be, have an opportunity to see this work in a more fresh perspective than many of us old timers who are engaged in the activity full time and run the risk of not being able to see the forest for the trees. It is my observation that we have profited far too little from fresh ideas, new perspectives, even naive thoughts that newcomers to the field may have. I therefore invite those of you who are newer at the business than some of the others to communicate your questions, your new ideas, your complaints, criticisms, etc. to state chairmen where you have that form of organization or if not to your state chairman, certainly to your regional chairman of the appropriate section. We need your views. I would like to emphasize also that in spite of what may appear to be a massive structure, when you look at it in operation at a national conference please remember that it is a volunteer group of people working together giving their time to try to bring about greater effectiveness in their chosen field of work. The reason for all of this structure and all of this activity is to enhance the ability of the student from abroad to achieve the educational objectives he came to this country to achieve. Please do not be dismayed by the structure. Learn what it is and how you can effectively work with it and change it where in your honest opinion it requires change.

HO, Minfong
Student from Hong Kong
Cornell University
Ithaca, New York

What Next Year's Prospective Student Needs to Know

What the perspective student needs to know, in terms of financial planning, immigration laws, etc., seems to be well-covered by the various brochures. What does seem to be sadly lacking, however, is any information dealing with the so-called "cultural shock" that many foreign students undergo. This results either in a bitter cynicism to all things American on the one extreme or an uncritical acceptance of these same things on the other, the first of which is psychologically painful to the individual and the second potentially damaging to the student's country.

I believe that this could be avoided if (1.) a more rounded view of the United States could be presented to the perspective student and (2.) a deeper understanding of the student's own culture is genuinely encouraged before he leaves his country. At the risk of being presumptuous and perhaps even self-contradictory, I would like to offer some mechanical solutions to what is essentially a human problem.

First:

a. Include a list of books like The Other America and Malcolm X that the student could read as controversial/relevent to Americans.
b. Include some issues of various underground papers.
c. Compile a list of those foreign students already here who are willing to correspond on a personal level to perspective students from their own country and encourage contact between the two groups.

Second:

a. Include a bibliography (prepared by visiting professors or scholars from each country to avoid any western ethnocentricism) of literature dealing with the culture and history of that country.
b. Establish workshops or seminars periodically within each country of returning students and perspective students, either on a national scale or of individual universities.

Therefore, I see the role of NAFSA not so much as a deliberate, inflexible "Releaser of Information", but rather as a viable guiding force to help the perspective student attain a realistic view of America and of his own country, and eventually to achieve a workable equilibrium between the two.

HOF, Dieter
Graduate Student
University of Kansas
Lawrence, Kansas

The Foreign Student Reacts to His Campus Environment

1. Student-Faculty Relations:

a. Compared with European universities the American student typically learns more from books than from his professors in the classroom.

b. American professors are younger than in Europe. It is easier to become a professor, and the position provides less social status than in Europe.

c. Particularly in Graduate Business School with many students having work experience after receiving a Bachelor and before returning for a Master, oftentimes there is no significant age difference between students and faculty.

These and other factors tend to ease student-faculty relations, making them more casual than in Europe.

Still, a professor can exercise an influence and control over a student more than in Europe. If he pleases to overload a class with excessive assignments he can expect little opposition. In Europe, with a larger distance between faculty and students, the latter tend to informally unite and oppose faculty. At least in Germany, there is a way for students to express their feelings jointly: knocking on tables means applause and is even done to welcome a professor when he enters the classroom. A hissing sound demonstrates discomfort or opposition. So the individual student can express his feelings anonymously in a group. The American student does not have this chance, and standing up personally to oppose a professor is a psychological barrier that is likely to suppress an otherwise justified opposition.

2. Activities for Foreign Students

Formal activities set up for foreign students are usually a worthwhile experience but fail to achieve what the ultimate objective ought to be: bring foreign students together with Americans. In International Clubs, People-to-People, etc., foreign students are usually among themselves.

These programs should be supplemented by other efforts to enable foreign students to participate in activities that are not set up particularly for them. E.g. the Deans of Foreign Students could urge Greek houses to invite some foreign students to their established social activities. As long as there are only a few foreigners at each single event, people attending will be able to absorb these guests so that they can become part of whatever is going on. If there are too many foreign students at a time they tend to become, at best, mere observers. A party designated for foreign students will not do the job!

HOF, Dieter (Continued)

3. American Students-Foreign Students Relationships

Graduate Business School is a good example for poor relationships among American and foreign students. The typical United States student is individualistic, has work experience since he received a college degree and comes back to Graduate school for well determined professional reasons. Half of them (at University of Kansas) are married.

Interaction among American students already being minimal are almost nil with foreign students.

Still, they do occasionally meet outside the classroom. Few foreign students are active enough to approach them in order to participate. As a rule, the foreign student is cautious and shy in an environment new and unfamiliar to him, and usually is reluctant to take any first steps.

Efforts should be directed to do these first steps for foreign students by giving them a chance to participate in activities not formally set up for them and from which they are normally excluded.

HOLLAND, Henry
Foreign Student Adviser
Colby College
Waterville, Maine

Committee on Latin American Studies - Reports
on Curriculum Conference and Orientation
Council for Latin America

The Committee will be sponsoring a Seminar to be held in Houston, Texas on March 12 - 14, 1970. The purpose of the Seminar will be to discuss what steps should be taken in United States Engineering Schools to make their curricula more meaningful to Latin American Students. Henry Holland will give a brief report on the findings of this Seminar.

Furman Bridgers of the University of Maryland will outline the steps which have been taken for the formation of the new Orientation Council for Latin America.

HOOPES, David
Vice President
Regional Council for International Education
The University of Pittsburgh
Pittsburgh, Pennsylvania

Some Approaches to Inter-Cultural Workshops - The RCIE Inter-cultural Communications Workshop

The intercultural communications workshop as developed by the Regional Council for International Education is an intensive two-day program with two basic aims:

1. To provide the participants with the opportunity to experience a breaking-through of the cultural barriers to communication which exist among people of different cultures.
2. To provide the opportunity for the participants to become more aware of the cultural assumptions and values which govern their own behavior and to learn more about the cultures represented by other workshop participants.

Cognitively it provides a framework for understanding how cultural assumptions and values and the behavior based upon them affect human communication. That is done through short lectures, demonstrations, films and exercises. The principle characteristic of the workshop lies in the opportunity it provides for a multi-cultural group to come together in an informal atmosphere and under skilled leadership to discuss subjects most revealing of differing cultural characteristics. Some of these subjects are: family relationships, social mores, generational differences, friendship patterns, prejudice, male-female relationships and leadership styles. The groups are allowed significant freedom to determine the subjects most fruitful for them as a group to consider and the members are encouraged to discuss their own personal experiences and their individual beliefs and feelings.

1. That the experiencing of a substantive cross-cultural relationship has a basic educational value both in the knowledge of others and of oneself which may be derived from it.
2. That a major barrier to the experiencing of substantive cross-cultural relationships lies in the failure of individuals to be fully aware of the cultural assumptions which govern their own behavior. This is especially true of members of the host culture.
3. That substantive cross-cultural relationships enhance the quality of the experience in another culture and enable a visitor better to understand and deal with the host environment.

It should be clear that in the workshop the participants learn from one another. The program is not designed to benefit any one special group.

Some problems exist:

1. The workshop is based on American values which are automatically imposed upon the non-Americans who participate.

HOOPES, David (Continued)

2. The workshop needs to be distinguished from sensitivity training, which, being quite essentially American, is not appropriate in the workshop. The non-American will generally either retreat--physically or mentally--or function in his "American personality" when T-group methods are used. This tends to defeat the aims of the workshop.

The program is still in its experimental stage. Much research and development is needed. There is also need for a communications network to keep those seriously involved up to date with current thinking and programming.

The workshop is an educational phenomenon, an end in itself, and should not be seen merely as a tool or instrument for the accomplishment of some other end.

HORN, Walter R., Jr.
Student Leader, University of Missouri at
Kansas City
Kansas City, Missouri

How Others Might Help Us - The Foreign Student: Motivation and Skills for Economic and Cultural Development

The struggle for and against Third World Development today is the force behind the widest range of International events. From growing disparities between prices of raw materials and industrial products, class and religious struggles, population explosions, and other seemingly diverse phenomena come the obstacles and other factors which retard development.

The principle area of interest in this address will be the lack of coordination in the education of foreign students - especially those from Asia, Africa, and Latin America - to meet the needs and goals of economic and cultural development. Included within this topic is a survey of the major issues of development divided according to environmental population factors, institutional factors, and socio-cultural implications with emphasis on the urgency and need for solutions. Following this will be a discussion of American foreign policy and its penchant for "stability" and the preservation of present power status positions in developmental areas which is seen by the American business community as promoting a "favorable business climate", a position which is most detrimental to those struggling nations trying to break the hold of those power groups most resistant to change. Finally, a number of proposals will be given for the reorganization of the present educational arrangements for the various levels of commitment, each hopefully yielding a maximum number of persons (with respect to funding) sufficiently motivated and equipped to confront the challenge.

HULL, W. Frank IV
Research Associate
The Center for the Study of Higher Education
The Pennsylvania State University
University Park, Pennsylvania

Some Approaches to Intercultural Workshops - The Cross Cultural Interaction Workshop: Laboratory Learning in International Education

Arguing that Intercultural Communication Workshops (ICW) are insufficient, this paper puts forth a theoretical research and practical rational for a CROSS CULTURAL INTERACTION WORKSHOP. Drawing heavily on research presently available in social psychology (group, t-group, and attitude change research), existential psychoanalytic theory, research on international students, and the practical needs for international education for host American students, the CROSS CULTURAL INTERACTION WORKSHOP posits the following goals.

1. To enable the participant to gain an understanding of the particular values which are a part of himself when he approaches a different culture.

2. To enable the participant to be sensitive to the cultural values which are part of others present in the group.

3. To enable the participant to understand and feel some of the uniquely individual differences that are part of a particular individual from a diverse culture and which are significantly his, and his alone, regardless of his cultural background.

(The above will be delineated and a model presented.)

HUZAYYIN, Ahmed
Student from Egypt
Kansas State University
Manhattan, Kansas

Language Experiences of the Foreign Student

This paper pictures the personal experience of the author in acquiring English as a foreign language in Egypt, preparing for study abroad, and in encountering the educational situation at Kansas State University.

Generally in the Arab world, students are required to study two foreign languages in high school. The first begins in Junior high school and continues at the rate of one hour per class day for the six years to graduation from high school. The second begins in senior high school.

In universities, the medium of instruction is largely English in engineering, medicine, and the sciences, but Arabic in Law and the Arts.

An engineering graduate like the author, then, is a product of six years of high school English instruction emphasizing traditional grammar, reading and composition, and translation, and an all-in-English university program. Formal course work at the university in English consists of two semester hours each in the first two semesters, emphasizing reading of technical literature in the major field, with content course work in English.

The author feels that this background was adequate in his own case, though he would now appreciate having had more cultural orientation, familiarization with spoken English, and technical engineering report writing on arrival at his stateside campus. His fellow Arabs with less background in English feel that the remedial and familiarization courses provided at Kansas State are necessary and quite appropriate, though they also would appreciate additional cultural orientation, interaction with American students, and integration with the community, earlier in their tenures. They feel that the Arab does not have the worst problem in participating in American society, that most achieve an accommodation on their own within a few months, but that their adjustment could be further facilitated by additional help on arrival.

ILIC, Gloria H.
Head, Foreign Student Placement Division
Institute of International Education
New York City, New York

Agency-University of College Cooperation: Pre-Campus Issues

No two agencies administering foreign student programs are alike. Possibly the only generalization one could hazard is that agencies are in the business of performing facilitative services for the United States college or university, the student and the program sponsor, and that reconciling the diverse interests of all three "clients" becomes no easy task. While the services any agency provides will vary widely according to the size, scope, objectives and funding of each program, some or all of the following services may be offered before the student arrives on campus.

I. Overseas Services

   A. Screening and selection: finding the qualified, serious candidate
      1. Publicity, competition, bi-national selection committees
      2. Academic criteria vs. program aims and home country needs
      3. Early action to meet university deadlines and requirements

   B. Counseling: identifying candidate's study objectives and where best to fulfill them (in United States of America, at home, or elsewhere?)

   C. Information regarding United States Higher Education
      1. Keeping overseas sponsors and counsellors up to date on changing admission and test requirements, costs, available aid, undergraduate and graduate programs
      2. Helping them design and fund realistic foreign student programs
      3. Interpreting United States education; introducing students to lesser known institutions

   D. Research and information on education in third countries

II. United States Services

   A. Surveying annually for new university requirements, program changes, and opportunities

   B. Submitting qualified candidates and in particular, those the university has requested

   C. Final screening and evaluation of candidates

   D. Matching candidates to appropriate institutions, study programs, and sources of funding

   E. Submitting complete documentation on time

   F. Obtaining additional information; follow-ups in home country

   G. Arranging English language training and/or academic orientation in home country or in the United States

ILIC, Gloria H. (Continued)

H. Informing student fully of the United States university offer, suitability of study program; defining financial responsibility

I. Obtaining student's serious commitment in accepting admission and/or aid

J. Arranging visa sponsorship, travel, on-schedule arrival

Hardly an all-inclusive list, but a point of departure for discussions. We all have experienced problems that result from less than perfect performance of these services and from conflicting sponsor/student/university aims and interests. What can we do to improve?

IMAMURA, Shigeo
Director, English Language Center
Michigan State University
East Lansing, Michigan

Conference on Intensive English Programs -
English Language Training--Are We Offering
Too Much or Too Little?

A recent survey shows that hardly any of the colleges with as many as one hundred foreign students have EFL programs for their students. Even among those with well over a hundred foreign students, only a few have EFL programs thorough enough to be effective. On the other hand, about 70% of all schools surveyed think that TEFL is given proper emphasis while about 30% think it is under-emphasized.

A very high percentage of the institutions are using some methods of screening their candidates on the basis of language proficiency for admissions, most of them using TOEFL. This seems to indicate that an increasing number of United States institutions are refusing admissions to persons not already equipped with language proficiency. On the other hand, most of those using TOEFL state that their admissible score is 500, which is not really sufficient for a full academic load.

In short, many American institutions seem to be admitting foreign students with only a fair amount of language proficiency and forcing them to sink or swim in academic competition. Of course, language proficiency is but one of the several elements which determine the students' academic success. Still, the speaker feels it is high time a more nationally coordinated effort be put forth in improving the TEFL situation, in the directions of professionalization, economization and higher efficiency.

ISCOE, Ira
Director, Counseling, Psychological
Services Center
University of Texas
Austin, Texas

Cross National Stress in International Education

Within the framework of the concept of crisis, the international student may be viewed as being put in a position of culture conflict. Values and approaches that have been reinforced through a lifetime are not easily changed. The adjustment demands of the host country may not be easily satisfied.

There is need for realistic information about the cultural values of each country or nation represented in the United States by foreign students. Cultural anthropology should be more widely used. There should be in addition clear responsibility for the academic advising of the student--something that in the author's experience has not very often been carried out. Some foreign student offices tend to ignore the "study press" while concentrating on meeting representatives of the host country. This results in the student having a "very good time" but learning little. Students also suffer a separation anxiety at the conclusion of their studies. How can this best be avoided?

The author recommends anticipatory guidance to prepare a student for beginning study and terminating study. He also urges that mental health personnel become more sophisticated about the crisis needs of students, taking into account their cultural backgrounds and their academic goals. Should the foreign student mingle primarily with other foreign students? To what extent? Should the foreign student be held to the same academic standards as the host country student? Are we ready to develop a psychopathology of the Near East students as opposed to the Far West students? Is this sufficient, or should we redefine our issues, and obtain extensive information about each country?

ITANI, Amal, Student from Lebanon, Macalester College, St. Paul, Minnesota; KUZAR, Tuncer, Student from Turkey, University of Minnesota, Minneapolis, Minnesota; NG, Kathy, Student from Malaysia, Cornell University, Ithaca, New York; SINGH, Gajendra, Student from India, University of California at David, Davis, California

The Foreign Student Reacts to His Campus Environment

Each panelist has been given the following outline and will relate it to his experiences.

1.) The Options for Residence--on, off-campus--ideal vs reality.

2.) The International House, Center, Lounge, Club--helpful or isolating? Which approach is best?

3.) The Classroom--
    faculty-student relationships
    the "system"--competition, grades, exams, feedback

4.) The American Student

5.) The Campus-Community
    host family
    churches } do they help, interfere, insult, exploit?
    clubs
    merchants

6.) University Services
    counseling
    health
    financial aids

7.) Outside the Classroom
    organizations
    issues/causes
    politics--political freedom or restrictions?
    social interaction/sex

8.) Other (specify)

KIRSTEIN, Laurette
Coordinator, Foreign Student Affairs
University of Illinois at Chicago Circle
Chicago, Illinois

Evaluation of Community Programs - Needs in Community Programming in Metropolitan Areas

Can it be assumed that the majority of foreign students who attend universities in the large cities do not reap the benefits of community services to the same degree that their counterparts who attend schools in small towns do? Can it be assumed that community activities in the cities promote broader but not necessarily deeper relationships than those conducted by the experienced ladies of the local churches or the town chapter of Rotary International? If these assumptions are to be answered in the affirmative, then steps should be taken in metropolitan areas to understand the special needs of foreign students who live, work, and study in the cities, to tap the resources of the city which will benefit foreign students, and to develop innovative approaches to community programming.

The small town, consciously aware of the age-old practice of offering hospitality to strangers, tends to develop activities in which foreign students can feel a naturalness and a homelikeness that they could not likely experience on a tour to the stockyards or the stock exchange. The city, seemingly cold and "uninvolvable," becomes a real challenge to those interested in providing community services, not only for foreign students, but for the problem-ridden native population as well. However, attempts to pattern services in the metropolitan areas after those of the small community becomes an unrealistic and unwieldy task.

Although a number of metropolitan areas maintain excellent services for foreign students (not necessarily for those who reside in the area), there is a need to expand these services to include those students who are not reached and to consolidate the efforts of the individual service groups involved. Lack of communication and coordination among community groups, each attempting to "do its own 'thing'," results in a waste of valuable energy and time. In cities that have just become aware of foreign students as a special class of people to be recognized, exciting prospects exist in developing stable and continuing programs which touch segments of the city, such as banking and industry, which heretofore have not generally come under the category of community services.

LESTER, Mark
Chairman, Department of English as a Second Language
University of Hawaii
Honolulu, Hawaii

Conference on Intensive English Programs -
The Impact of Transformational Grammar on Second Language Teaching

Second language programs derive their curriculums, materials, and methods from theories about how language works and about how language is learned. For the past decade, structural linguistics and associationist psychology have provided powerful theories of language and language acquisition which have dominated the development of virtually all existing second language programs.

In recent years, however, both structural linguistics and associationist psychology (at least in as much as it applies to language acquisition) have been largely abandoned within the discipline of linguistics in favor of transformational grammar and cognitive psychology. The purpose of this paper is to suggest some of the characteristics of second language programs of the future that will be derived from current theories of language and language acquisition.

MCINTOSH. Lois
Professor of English
University of California
Los Angeles, California

Conference on Intensive English Programs - The Art of a Language Lesson

The art of a language lesson lies in remembering that language belongs to humans. It lies in beginning simply but naturally in situations and contexts in which a given group of learners can find identity and relevance. It offers opportunities for the learners to behave like human beings--to agree, contradict, inquire, and inform.

Once this foundation is established, the language can be applied to other contexts--to written forms in different registers, to solution of problems that require this particular set of structures, to appreciation of subjects that will increase the learner's awareness and knowledge.

Thus, we do not stop with statement, statement negated, and question repeated after a model. We begin there. Then we move deeper into experience, using this particular structure as a basis. Lessons for beginners should open horizons. For example, when telling time is the focus, the relativity of time in zones around the world, the effect of the international date line, will not only open doors to the learner, but will continue to encourage the use of the basic sentences. We do not drop a structure and go on to another one. We push the structure as far as we can and make our ultimate use of it a new experience and a wider one.

In advanced classes, work with models can include the "sarcastic" set, the statement and tag (Oh, he would, would he) in a setting that will have cultural overtones. Comparison drills are not abandoned when the patterns are acquired--they move into argument, illustrative essay, and mathematical problems.

The art of a language lesson lies in its relevance to human experience and its open-endedness.

MCNEELY, Sam
Director of International Office
Tulane University
New Orleans, Louisiana

The Community Volunteer and TESL - English Classes for Wives of Foreign Students

At Tulane University, where the great majority of foreign students are graduate and professional, the average foreign student is in his early thirties and has his wife with him.

On the assumption that one's wife is very much a part of his environment, Tulane has for more than ten years offered services to assist the social well-being of wives and families. Most wives don't know enough English to get around and feel comfortable in gatherings.

Tulane has offered a course in English for the wives of foreign students in the Medical School, taught without compensation by a dedicated instructor. But this is not sufficient for all who desire English instruction.

So the International Hospitality Committee of Tulane has promoted and developed weekly classes for all foreign wives who wish to attend. These are arranged in collaboration with churches. Trained volunteer teachers work without pay. Nursery care is provided free for mothers while in class.

MEYERSON, Bernard L.
Director, Office of Foreign Student Affairs
University of Illinois
Champaign, Illinois

New Directions for NAFSA - A Discussion of Resolutions

Whereas responsible higher education must be at the forefront in meeting the global challenges of the Seventies;

Whereas the dynamic of crossing national borders for educational purposes is a significant element in responsible higher education and essential for meeting our global challenges;

Whereas NAFSA is dedicated to the support of this dynamic process, as stated in Article II of the NAFSA Constitution: "The purpose of this Association is to assist educational institutions in the development of effective programs in the field of international education. To fulfill this purpose the Association:

1. provides information on meeting the needs of international students;
2. represents the views of the membership on matters affecting international student exchange;
3. cooperates with other private and public agencies concerned with international education; and
4. creates opportunities for members to broaden their professional training and development."

Therefore it be resolved that:

(Resolution 1) NAFSA encourage full membership with voice and vote by all who are engaged in the processes of transnational education, including administrators, staff, faculty, students, agency and governmental personnel.

(Resolution 2) NAFSA, through its Board and Secretariat, identify, with the assistance of its membership, those areas of government activity related to transnational education; advocate those activities in support of transnational education and seek to have removed those which serve as barriers.

(Resolution 3) NAFSA support educational efforts having global relevance by:

A. Stimulating the development of both curricular and extracurricular campus innovations;
B. Encouraging efforts to establish new institutions with global perspectives;
C. Seeking cooperative relationships with international and national organizations with compatible global educational objectives.

NEALE, Joseph
Director, International Student Office
The American University
Washington, D.C.

Advising Relations Between Black American and Black Foreign Students

My presentation will be based on an examination of the way in which selected Black American Students and Foreign Students perceive each other and the factors involved in the development of relationships between persons of these two groups.

NEFF, Ernestine
Director, English Language Program
Roosevelt University
Chicago, Illinois

The Community Volunteer and TESL - Materials and Method for the Volunteer Teacher of English as a Second Language

The discipline of teaching English as a second language is gradually coming of age. And with maturity there is no longer the need to be defensive about a particular method applied to specific materials. You as volunteer teachers should decide, first, on objectives in the light of what the learner needs and wants. Of course, in general, his goal is to learn to communicate in a new culture; but you must be more specific and think in terms of the degree of proficiency he needs in language so that he can communicate. The audio-lingual method is a good one to adopt because many materials have been designed for that method. You will teach the skills in the order of understanding, speaking, reading, and writing. For the students that most of you will have, writing is probably the most difficult and least immediate need. If you know the native language of the student, use it, but use it sparingly, only for complicated explanations. Your most important technique will be pattern practice. Take one of the texts for students listed below, note the patterns, follow them exactly in form but change the vocabulary items to fit the situations involving the student. Keep grammatical explanations to a minimum; avoid most slang; maintain a courteous and friendly formality. Remember: your pronunciation, your structure patterns, your intonation--these are the things that you are teaching.

Materials? Think about the needs of the student in this new culture; use pertinent materials. Check with the textbook and then write a dialogue that fits the situation in which the student is living.

All good teaching is based on rapport and consistent use of scientific principles; and in language teaching, repetition and drill, with the student and not the teacher doing the speaking.

For the teacher: Prator, Clifford H. Jr. "The Three M's of TESOL." (a 24-page paper) Department of English, University of California, Los Angeles

Rivers, Wilga. The Psychologist and the Foreign Language Teacher. Chicago. The University of Chicago Press. 1964

For the student: Lado and Fries. English Sentence Patterns. Ann Arbor. The University of Michigan Press. 1958

Rutherford, William E. Modern English. New York. Harcourt, Brace and World, Inc. 1969

Wright-McGillivray. Let's Learn English. (Beginning Course) New York. The American Book Company. 1966

Wright-Barrett-Von Syoc. Let's Learn English. (Intermediate Course). New York. The American Book Company. 1968

NELSON, Carl E.
Director, West Bank Union
University of Minnesota
Minneapolis, Minnesota

How Others Might Help Us - Associate of College Unions--International

I will not give a formal speech. The following is a summary of the points I intend to make in the panel presentation.

A college union is an organization (student-faculty-staff; boards-committees-task units) and a facilities system designed to accomplish goals and/or to determine goals and the program for accomplishing them. Programs and goals of college unions include:

1. Experiences and opportunities to develop self-realization.
2. Cultural expression and experience.
3. Social experiences and development of social competence.
4. Recreation
5. Services, conveniences and amenities.

A college union (program, organization and people) relates to a foreign student in at least three contexts:

1. A foreign student as an individual.
2. A foreign student as a member of a group.
3. A foreign student in a cross-cultural experience.

A college union may respond to or facilitate action (self or other) in response to needs of an individual foreign student. Those needs might include:

1. Diet
2. Religious expression (perhaps a group experience)
3. Cultural expression and experience
4. Self-identification
5. Discovery/learning beyond the classroom.
6. Opportunity to earn.

College union assistance or facilitation of foreign students in groups includes:

1. Facilities for organization offices, meetings, activities and programs.
2. Advice and assistance with group dynamics and group maintenance.

Cross-cultural experiences are facilitated and programmed by college unions through:

1. Foreign student participation on Boards and Committees of the union organization or other campus groups.
2. Activities, workshops or retreats for the purpose (sometimes among other purposes) of cross-cultural contact and learning.
3. Casual cross-cultural contact.

NELSON, Carl E. (Continued)

No one college union does or does well all it can for development and living needs of foreign students or the development of United States students through cross-cultural experiences. Some do nothing.

Reasons for deficiencies include:

1. Low priority for attention to and support of foreign student programs.
2. Lack of financial or physical resources.
3. Lack of personnel resources.
4. Lack of knowledge, information and skill.

If foreign student advisers want the resources a college union has to offer they can help most in effecting change in conditions listed in Number 1 and Number 4 above.

NILAND, John R.
Assistant Professor
New York State School of Industrial and
Labor Relations
Cornell University
Ithaca, New York

Research Findings of An Economist and a Sociologist - Asian Engineering Brain Drain

As growing numbers of foreign students seek higher degrees at American universities, so too do growing numbers of them avoid or postpone return to the home country. Viewed as a brain drain, such mobility patterns have inspired widespread concern and debate, most noteably in the United States itself.

Taking the case of student non-return drain of high level engineering manpower from India, China, Korea, Thailand and Japan, Professor Niland's study focuses on five main issues: the magnitude of drain, particularly in a net sense; the manpower character of those who might be involved; the nature of international mobility patterns; reasons governing the international mobility decision; and the policy implications of brain drain. Much of the data used is provided by some 450 respondents to a questionnaire circulated among approximately twice this number of foreign engineering graduate students at over a hundred American universities.

The essential position developed is that brain drain has been badly defined, loosely measured and generally misinterpreted in much of the literature. Its internal character so varies from one national group to another that each developing country virtually should be treated as a special case. Actions to alter the nature of brain drain are better implemented by the home country itself. The internationalist's argument that such actions should be geared to maximizing a world welfare function is attractive through its neat and high-minded commitment to a global socio-economy. The uncomfortable truth, though, is that the nation-state does exist, and sometimes with a fierce passion for self identity. There seems, therefore, little alternative but to accommodate the real constraint of nationalism, economic or otherwise. It is, however, one thing to accept the legitimacy of the nation-state: it is something else to automatically endorse the nationalist's advocacy of rapid return home. Policy making should shift from the emotional presumption that cases brain drain as an international ogre to one that sees it more likely as a source of eventual but specific economic welfare. The probable repatriation of savings accumulated in the host country is crucial here. On such a basis is the constrained drain - or delayed return - thesis developed.

Professor Niland's book, The Asian Engineering Brain Drain, is to be published by Heath Press in Spring 1970.

OOI, Chwee Hoon
Student from Malaysia
Temple Buell College
Denver, Colorado

What Next Year's Prospective Student Needs to Know

I believe somebody among my fellow panelists may be talking about the scholarship aspect of what prospective students ought to know; so I think I should not dwell too much on that subject. Speaking for students coming from my part of the world, that is Southeast Asia, should they require further assistance on top of what their college or university can offer them, they should inquire about the Fulbright Travel Grant and also about that awarded by the Lee Foundation.

Sometimes, orientation programs could be held in the prospective student's own country whereby returning students and some Americans have been invited to talk to them about the educational system, immigration, what to bring, what to expect, etc. The prospective student should attend such a program if available. The United States Information Service and the American Consulate would be very glad to be of help to prospective students too.

Prospective students should also remember that their Foreign Student Advisors are special people who would be most willing to help the student with their difficulties concerning their passport, visa, finance, academics and even social and emotional problems. I used the word "special" because the Foreign Student Advisor is the link between the student and his professors and the red tape, that is the immigration department. The role of the Foreign Student Advisor seems to bear more meaning to students who attend small colleges or universities. The Foreign Student Advisor may very well become a personal friend.

The student, I believe should prepare himself to adjust and fit into the 'Brave New World'. He should be broadminded and flexible and mix around with the Americans and quickly acculturate himself to the new culture and to the new life so that he will be able to benefit from an American education that he came all the way across the Pacific to find. In a way, this will lessen the feeling of insecurity and uncertainty that every newcomer will face when he finds himself left to his own resources and accountable for himself to himself in a new and challenging unknown.

OSBORNE, Maurice M., Jr., M.D.
Director of Health Services and Associate Professor of Pediatrics and Community Medicine
Tufts University Schools of Medicine and Dental Medicine
Boston, Massachusetts

How Others Might Help Us - American College Health Association

In the panel presentation and the discussion I plan to cover the following:

1. Some of the health problems (emotional and physical) and the risks prevalent among foreign students.
    a. How culture affects their perception of and presentation of these problems.
    b. How some geographic and ethnic patterns influence health problem incidence.
2. Problems and approaches to solutions in Health Service relationships with the health problems of foreign students.
    a. Lack of understanding by United States health professionals of cultural factors (e.g., types and methods of medication, etc.)
    b. Health-problem complications by immigration laws; inadequate academic preparation, etc.
    c. Suggested liaison mechanism and mutual education programs for Health Services and Foreign Student Affairs Departments.

PARSLOW, Robert
Assistant Professor of Linguistics
Department of General Linguistics
University of Pittsburgh
Pittsburgh, Pennsylvania

Bilingual and Indian Education - Applications of Dialect Study to TESL

Each natural language presents itself as one of several dialects; any language instruction thus imparts a given variety of the target language to speakers of certain varieties of the native language. TESL is no exception to this state of affairs, for its textbooks and teachers must conform to the requirements of a single dialect if the system of the language is to appear consistent; furthermore, since its approach is usually multi-dimensional, audio-lingual in basis, TESL must be even more sensitive to the appropriate dialect context.

The type of English one teaches derives from a sequence of well-motivated dialect choices, say, American over British, Midland over Northern or Southern, Western Pennsylvania over Philadelphia or Lower Midwest. Yet, neither teacher nor student is entitled to consider the dialect at hand as an isolated phenomenon. The average foreign scholar will at different times experience two or three different English dialect environments; his instruction should also prepare him for both the inevitable discrepancies (as in vowel distributions) and similarities (as in the overall consonantism) between dialects.

The student likewise brings to class language impedimenta peculiar to a country or province or social group. A teacher's academic knowledge of the student's standard language alone is but partial preparation for solving problems arising from a native dialect that never coincides exactly with an arbitrary standard.

The training of effective ESL teachers will include familiarization with the generalities of English dialect variation and acquisition of rudimentary techniques to determine those characteristics of the student's native dialect which sustain the ultimate contrast with the target language. The good teacher, in turn, will help the student cultivate an awareness of the rich dialect variety of English and of the practical value, but not the esthetic necessity, of mastering a single dialect.

PYLE, Cassandra, Foreign Student Admissions Officer, University of Chicago, Chicago, Illinois; SJOGREN, Clifford, Assistant to Director of Admissions, University of Michigan, Ann Arbor, Michigan; THOMPSON, James, Assistant Director of Admissions, Howard University, Washington, D.C.

Admissions Priorities: Minority Group Students versus Foreign Students

Much of the rationale used now for admitting minority group students is similar to that used in the 1960's when there was great interest and enthusiasm for admitting foreign students. The necessity to learn about other cultures, about the non-white, non-Western world, was the rationale then, and so it remains today. It can hardly be said that we have accomplished our international goals -- they are not static and once achieved cannot be dropped for others. There should be a way to move ahead with the great expansion of opportunities for minority students without excluding the foreign student population.

In the 1960's we said that the international dimension was a meaningful and important part of the liberal education. This dimension should also be made available to the minority student as he begins his greater access to higher education.

There are significant relationships between the admission and accommodation of foreign students, and the admission and accommodation of disadvantaged minority group students. We have, however, been unwilling to apply our administrative know-how to the extent possible as we seek to increase the enrollments of black students. Some institutions have initiated crash pacification programs designed to respond to the demands of the militants. Others have created a variety of untested schemes and have learned through the "trial and error" method that the results can be catastrophic. Still other institutions have avoided this responsibility because of their unwillingness to face some of the great issues of mankind. Few colleges and universities can legitimately claim that their expectations have been completely satisfied.

It is now time for us to apply constructive techniques based on previous experiences as we administer programs for disadvantaged black students. In recent years, we have developed a sophisticated system of administering foreign student admission and accommodation programs. Most foreign students have had the advantage of access to international centers staffed with trained professional people, many of whom have had educational or living experiences in another country.

It is apparent that many of the adverse conditions faced by foreign students are not different than those encountered by disadvantaged black students. Further, we have a mandate from an important segment of our citizenry to provide equal opportunity for higher educational experiences. We must, therefore, recognize the cultural differences that oftentimes exist among black applicants, and base our admissions decisions on a new and a more reliable set of criteria.

PYLE, Cassandra, SJOGREN, Clifford and THOMPSON, James (continued)

The education of foreign students versus that of the domestic disadvantaged student should not be an either/or proposition. Both groups represent segments of the world populations that need education in order to aspire to a better life. Therefore, any assistance given to either group should be regarded, by everyone, as an investment in humanity.

At a time when our nation's defense spending exceeds our educational expenditures tenfold, we as citizens are reduced to rearranging priorities. At this point, we are forced to magnify such questions as why educate foreign students? Which foreign students should be educated and how? Who is responsible for financing the education of foreign students?

Because of the complexities of our domestic problems, our federal and state governments and our institutions of higher education should concentrate all their efforts and resources in rectifying some of the existing inequities affecting the minority groups of this country. Since it is impossible to do an equally good job of educating foreign students and the domestic disadvantaged students, our priorities must accommodate the domestic needs to help alleviate the existing ills.

If our society is to survive, the black student must be educated at a level consistent with a majority of Americans. Over the years we have made many mistakes in the admission and placement of foreign students, but we have learned a great deal in the process. We now have the capability to avoid most of these mistakes and apply positive administrative techniques as we seek to educate black citizens.

RAMIREZ, A.R.
Director, Curriculum Division, Region I
Educational Service Center
Edinburg, Texas

Bilingual and Indian Education - Bilingualism--
Trauma or Treasure

In the Spanish-speaking Southwest the public schools have until very recently expected the child to conform to the school--or to get out. Perhaps two out of ten survive the system. The other eight average no more than six years of schooling.

Through no fault of his the Spanish-speaking child comes to school unprepared to function in an environment and with teaching materials designed for children whose mother tongue is English. The jolt may be softened the first year but after that the demand to perform--measured in terms of reading achievement--is constant. The result: a potentially literate bilingual individual drops out of school unable to read or write either language well.

If dealt with differently, the Spanish-speaking child could overcome his "handicap" and even turn it into an advantage. First, he should enter school at age five. During this year he should receive a daily lesson in oral English which will help him through the sentence structure of the language. He should be given many opportunities during each day to practice the language forms he learns. In addition, he should be taught to decode and encode the sounds and symbols of Spanish during that first year. And therein lies the hidden treasure.

Fortunately, these children speak a language whose writing system has been controlled. Its grapheme-phoneme correspondences are very close. Learning to decode Spanish symbols is much less the task that it is in English. And as an added bonus, the two alphabets are practically identical, with many of the consonants having almost the same value.

It is conceivable, then, that by the end of his second year in school the Spanish-speaking child will be speaking English well, will be reading Spanish easily, and will be farther along in English reading than his monolingual English-speaking counterpart.

SCHMIDT, Erin
Director, Foreign Student Office
University of Arkansas
Fayetteville, Arkansas

Developing International Campus Prospective

The accomplishment of the internationalization of a college campus is dependent upon the presence or development of certain positive qualities in the institution, in the international specialists and in the students attending the institution. Institutional characteristics which are needed to facilitate internationalization may be described as (1) clarity of its objectives, (2) an understanding of the relationship of its objectives to the educational growth of individuals, (3) a commitment to orient individuals as members of a world society and (4) the resources to realize its objectives.

International specialists facilitate internationalization of a campus if he (1) understands how he individually directs the institution toward its objectives, (2) accepts and promotes the concept of students from other lands as participants in the academic community, (3) promotes interaction between international students and nationals which provides an atmosphere of frankness and of spontaneous friendships and (4) translates the relevance of overseas experiences into the orientation of the academic community towards a world society.

The student contributes to the internationalization of the campus if he (1) establishes personal goals which are consistent with institutional objectives, (2) possesses a healthy respect for others regardless of viewpoint and background and (3) accepts the role as a participant in the academic community.

SJOGREN, Clifford
Assistant Director of Admissions
University of Michigan
Ann Arbor, Michigan

Admissions Priorities - Minority Group Students Versus Foreign Students

The problems which plague American society are too comprehensive to be solved by examining the totality of the situation. Instead, we must build microcosms, analyze society's ills by the models, and apply progressive methods to relieve the pains.

There are significant relationships between the admission and accommodation of disadvantaged minority group students. We have, however, been unwilling to apply our administrative know-how to the extent possible as we seek to increase the enrollments of Black students. Some institutions have initiated crash pacification programs designed to respond to the demands of militants. Others have created a variety of untested schemes and have learned through the "trial and error" method that the results can be catastrophic. Still other institutions have avoided this responsibility because of their unwillingness to face some of the great issues of mankind. Few colleges and universities can legitimately claim that their expectations have been completely satisfied.

It is time for us to apply constructive techniques based on previous experiences as we administer programs for disadvantaged Black students. In recent years we have developed a sophisticated system of administering foreign student admission and accommodation programs. Most foreign students have had the advantage of access to international centers staffed with trained professional people, many of whom have had educational or living experiences in another country. Publications have been written to cover virtually every emergency that might confront a foreign student. Community groups in college and university towns have been eager to sponsor programs designed to lessen the impact of cultural shock by bringing foreign students into the "mainstream of the American way of life." The United States government and private foundations have generously supported international student programs. We have become aware of the dangers of standardized test interpretation.

It is apparent that many of the adverse conditions faced by foreign students are not too different than those encountered by disadvantaged Black students. Further, we have a mandate from an important segment of our citizenry to provide equal opportunity for higher educational experiences. We must, therefore, recognize the cultural differences that oftentimes exist among Black applicants, and base our admissions decisions on a new and a more reliable set of criteria.

If our society is to survive, the Black student must be educated at a level consistent with a majority of Americans. Over the years we have made many mistakes in the admission and placement of foreign students, but we have learned a great deal in the process. We now have the capability to avoid most of these mistakes and apply positive administrative techniques as we seek to educate Black citizens.

SMIRNI, Cherie
Foreign Student Specialist
Student and Alumni Center
Berkeley, California

Student Opportunities - Improving Summer Employment and Practical Training

Presentation will cover part-time and summer job placement for foreign students at Berkeley. Most of the positions available are semi-skilled and unskilled labor such as stock, delivery, custodial, and food service. However, department stores and offices also look for part-time people, espeecially skilled clerical workers for typing, accounting and bookkeeping. Industry also requires technical people as draftsmen, lab helpers, assistants, engineering aides, programmers, and computer operators. Part-time positions do exist on the campus itself, with the greatest number of openings in September. Odd-jobs (anything less than one day) are always available for baby-sitting, housework, gardening and handymen. These positions take the place of part-time work until something steady can be found or they can supplement steady part-time work. Employers in the East Bay Area place part-time positions daily with the Student Placement Center. Camps, resorts, and businesses requiring early selection for summer contact the Placement Center just before Christmas. Most of the local summer positions are listed in June. If no positions exist that the highly qualified and experienced foreign student can apply for, general referrals are given to former employers or to employers who have indicated a special need for highly trained and competent applicants. Wives of foreign students are also assisted in locating employment.

The Foreign Student Advisor's Office is responsible for determining the eligibility of foreign students to work. Each case is handled individually, but the general rule is that anyone on a student visa must be at the University six months or two quarters before he or she is eligible to apply for a work permit. The Foreign Student Advisors can grant on-campus work permits. They recommend off-campus work permits which must be submitted to the Immigration Office in San Francisco for final approval. The maximum number of hours a student taking classes can work is twenty per week although a work permit may be issued for a smaller number of hours. If a student is not enrolled in any classes during the summer, he or she may work full-time.

SMITH, Eugene H.
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Agency - University or College Cooperation: On-Campus Issues

In the great majority of cases, the educational objectives of the student, the university, and the sponsoring agency correspond sufficiently that there is no conflict. Basically these objectives are to provide the student with a quality education which is relevant to his needs and those of his home country and to send him home to put that education to work there.

Occasionally the objectives of the student may diverge somewhat from those of his sponsoring agency. He may want to work for a higher degree, change his field of study, remain longer for practical training, or, in extreme cases, remain permanently in the United States.

In such cases, all parties concerned should realize that the principal responsibility of the university (foreign student adviser, academic adviser, and other campus staff) is to the student. Responsibility to the sponsoring agency is important, but secondary. In practice this means that the adviser is obligated to review carefully with the student all possible courses of action and the probable results of each, and that such discussions must remain confidential if so desired by the student.

Good communication among all parties is essential if conflicts are to be minimized. The student must fully understand his obligations before accepting financial support and should be assured that the desired objectives will in fact be accomplished by carrying out the program of the sponsoring agency. Admissions officers, foreign student advisers, and academic advisers must be fully informed of the details of the program from the time of admission through the termination of the study program so that they can work effectively with the student and the sponsoring agency. When conflicts of objectives do arise in spite of good communications, it is important that sponsoring agencies understand the nature of the relationship between the adviser and the student. Agencies should consider advisers an essential link in their communications with students, but should never consider them as their "enforcement" arm on campus.

TAYLOR, Florence V. (Mrs.)
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Federal Agency Panel: Developments Today and Tomorrow (United States Loan Programs for Cuban Students)

A. Brief History of Program

B. Participating Institutions
    1. Eligibility
    2. Funding
    3. Principal Responsibilities

C. Student Borrower
    1. Eligibility
    2. Loan Terms
    3. Rights/Obligations

D. Foreign student eligibility for related financial aid programs; namely, NDSLP, CWSP and EOG.

THOMPSON, Lee
Past Chairman
Home Hospitality for Foreign Students
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The Community Volunteer and TESL - TOEFL: Tentative Optimism Encourages Fluent Linguists, or Too Often English Frustrates Learners!

In what ways is the foreign student equipped to cope with the many facets of English language comprehension and usage? Once the student has arrived in the United States to study in an academic institution and live within a community situation, it is often necessary that he must acquire additional or further language skills, refine, and hone his language facility. Very often at least two categories of resource are of primary benefit to the student. Teachers of English as a Second Language may be more cognizant of and receptive to solutions for some of the barriers to the means of communicating than anyone else that the foreign student contacts. ESL teachers can comprehend many aspects of the student's everyday needs, as well as being cognizant of the complications of various cultural facets. Volunteers who are involved in assisting in supplementary English teaching also have special roles of guidance, offering an informal, personal, non-academic relationship, serving as a sounding board, and helping interpret the United States to the student.

How can the ESL teacher and the volunteer communicate to work more effectively towards some of their common interests and goals in conveying English assistance to the foreign student?

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Some Approaches to Intercultural Workshops - Thoughts Concerning Foreign Student Participation

Intercultural communication workshops can certainly be used as a device to promote international understanding. However its design and climate should be such that it allows foreign students to be themselves to begin with, to proceed at their own pace, and to be absorbed into the group process gradually.

Because of their foreign ground, they may question the validity and desirability of the prevailing practices as well as philosophy in the group process - understanding and personal growth can be obtained through sharing with and revealing yourself to others in a rather artificial group setting. They may also condemn the conduct of relating to "strangers" intensively as an indication of lack of self-restraint, maturity or sophistication. Furthermore, in their own societies, youngsters may not be encouraged in their self-expression or verbal interchange. As a result, they do not have an open attitude and the appropriate techniques to engage in the group interaction comfortably.

Any or all of the above pre-conditioned "differences" may very well be interpreted by American participants as "weakness" and "defensiveness." Their eagerness to help and bluntness to confront foreign students may in turn be interpreted by foreign students as a combination of hostility and misunderstanding.

To help foreign students to feel at ease with the American Workshop approach, we should arrange for them observation of Workshop exercises, discussion with foreign students who have had encouraging workshop experiences, and pre-workshop orientations to explore their feelings toward and to reduce their intitial resistance against workshop arrangement.

Furthermore as foreign student leaders are generally in a better position to sell their ideas to their nationals than the American could, those leaders should be sorted out and recruited first for workshop exposure.

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Language Experiences of the Foreign Student - The Latin American Student in the United States; Language Confrontation

Background Training

Latin American countries, Chile in particular, offer English in public high schools and in all grades in private schools. Emphasis has been on grammar and translation. Despite recent concern in structural linguistics for the primacy of speech and verbal mastery of the language, emphasis continues to be on syntactic patterns.

Phonology lags in English classes because teachers learn the sound system formally in their professional training and not when they are acquiring the sounds. Textbooks continue to stress syntax. Listening discrimination and accurate pronunciation are slighted.

The Student's View

Because of earlier training, the student may react negatively to remedial instruction in phonology. Well-meaning friends may encourage acquired pronunciation deficiencies. The student blames "speed" of speech for his inability to recognize stress distribution and syllable length.

Identification of Problems

Phonological difficulties are perhaps the most elusive and the hardest to overcome, and derive from differential patterns in the native and target languages.

1. Stress and rhythm. Spanish has two degrees of stresses. Within word boundaries, it assigns strong stress to one syllable and weak stress to all other syllables so that there may be a relatively long sequence of weak stresses uninterrupted by strong stress. Degree or distribution of word stress remains unchanged at the phrase level.

   English distinguishes strong, secondary and weak stress. The first two alternate quite regularly with weak stress and juxtapose a pattern of longer and shorter syllable duration. In a phrase, this pattern of rhythmic regularity may cause a shift of stress within a word, or a reduction or even deletion of a vowel receiving weak stress. Knowledge of sound segments or words in isolation is not enough for communication without a concomitant knowledge of sound changes required by stress and rhythm patterns.

2. Yet at the segmental level, three features of sound distinctions cause production problems.
   a. Distinctions that are phonemic in English but allophonic in Spanish,
   b. Sounds that are phonemic in English and do not exist in Spanish,
   c. Same phonemes but different distribution.

VIRGILLIO, Carmen (Continued)

Conclusion

Students who understand professors still have to recognize non-academic varieties of spoken English. If he succeeds, he may be more sophisticated in understanding differences than many native speakers. Educators on both continents should teach applied phonology as well as syntax.

WEAVER, John
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Perspective of a University President: International Education in a State University; Values and Problems

The University of Missouri has undertaken a major new commitment to the development of international education programs and studies in the 1970's. An Office of International Studies has been established in the City of St. Louis with a Center for International Studies on each of the four campuses. This expanded concept of international service includes:

1. Internationalizing the curriculum for Missouri students through language and area study programs;
2. Increasing the opportunities for Missouri students and faculty to study at universities overseas;
3. Developing new approaches of university service to educational institutions in the developing nations;
4. Enriching the programs of study for the 1300 foreign students enrolled at the University of Missouri; and
5. Scheduling a variety of seminar experiences and short-term programs to meet the specialized needs of our students, faculty and foreign visitors.

We must capitalize upon the multiplier benefits inherent in this matri of international activities in order to achieve the maximum potential for our own scholars and those from other nations. The single greatest obstacle confronting the fuller development of all such programs at the moment is the lack of resources. This has been most alarming in terms of declining United States government support.

As a direct result of program cutbacks at the national level in terms of university service overseas and foreign studies on campus, our contacts with foreign students may well provide the greatest continuing link with other cultures. We should study carefully the unique opportunities offered in this respect by our burgeoning community colleges and the attendant opportunity for the establishment of community colleges in the developing nations.

At the same time we are acutely aware of the funding crisis facing most of our universities and the increasing need to justify the admittance of each foreign student if that admittance conflicts with the need to serve our own students. While we recognize our obligation to serve the manpower needs of the developing nations, in particular, we have an even greater obligation to assist with the development of universities within these new nations in order for them to provide a more meaningful higher education at home. An examination of our own list of critical priorities calls for a serious justification of the need to provide places for 134,000 foreign students--as we did last year--twenty percent of whom studied the humanities.

WEAVER, John (Continued)

Finally, too, one cannot ignore the observation by the Institute of International Education that enrollment here by foreign students "is a fairly significant route of immigration." The many complexities of this controversial issue commonly known as the "brain drain" have been perceptively and objectively analyzed in the recent Education and World Affairs report, Modernization and the Migration of Talent. We agree wholeheartedly with one of the principal conclusions that while immigration must remain open to foreign nationals as a matter of United States policy, we must never be guilty of luring the truly exceptional talent needed so desperately for nation-building in the developing nations.

WEINREICH, Reckhard
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What Next Year's Prospective Student Needs to Know

I studied the two booklets "Entering Higher Education in the United States" and "Financial Planning for Study in the United States" which are made available by the College Entrance Examination Board. Furthermore I studied "The Asian Student Orientation Handbook".

I think that the information and guidance given in these booklets are quite good and necessary. They answer most of the questions which I myself had before my arrival in the USA, although I did not get the same informational material. However, from my own experiences I would suggest that some additional information concerning the classification of students is necessary. There is no information about the status "irregular graduate student" in these booklets, although many foreign students are classified as irregular graduate students at least for one semester. Two things should be mentioned, first, that the graduate student can save the out-of-state tuition which the irregular graduate student as well as the undergraduate student have to pay. This would be a good reason for a foreign student to get first a degree in his home country before going to the United States. Secondly, it should be mentioned that it is more likely to become classified as a graduate student if one majors in the same field in which one got a degree. I did not know about this, and, only to get a broader education, I changed my major field, was classified as an irregular graduate student and had to pay the out-of-state tuition. I later found out that I would have been classified as a graduate student at once if I had majored in the same field which was my major in Germany.

Another suggestion is to make these booklets available for the foreign student as soon as he contacts an American university. For example, I did not know about having to take the TOEFL until 3 months before my arrival in the USA. At that time there was only one possibility to take the test, and I had my final examinations for graduating from the German university just at this time. As a result I could not take the test, and this brought a lot of additional work for the administration personnel at UMKC to work out a solution, and it brought a time of worrying for myself. I think every foreign student would prefer to take the test not just at the last possible date.

With regard to the information in these booklets, I think that my suggestions could give the prospective student some help besides the good information and guidance given in the booklets.

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Developing International Campus Prospective - The Academic Environment

Western tradition and pragmatic applications of American higher education unintentionally provide it with an ethnocentric affliction. Students are taught to acquire skills and are exposed to values believed necessary to function in the local setting. International and intercultural dimensions are separated from traditional curricular offerings and students observe rather than experience its qualities.

Foreign students may become disillusioned with the academic environment when local orientations fail to meet expectations and ignore personal needs. Such lack of accord may bring these students closer to others from their culture and further away from the "intensive" milieu. Provincial campus environments likewise inhibit Americans from developing an awareness and appreciation for intercultural experiences. Unless situations are created for responsive communication, foreigners and residents will remain oblivious to one another.

Colleges and universities can be assisted to realize and develop their hidden international dimensions when the creative talents and personal concerns of foreign students are uncovered and brought to bear on the institutions. As a prerequisite for improvements, advisors, faculty and students must seek to identify prospective foreign student leadership and offer them to achieve the comfort necessary to operate effectively in the alien environment and simultaneously bring about an understanding of the processes necessary for self-determination.

International students secure in their role as leaders would be able to interpret new perspectives and generate support for their implementation within the various informal and formal bodies on the campus. Some possibilities are: development of experimental intercultural courses initiated and taught by foreign students; modification of the existing curriculum to include comparative approaches to traditional problems; establishment of task committees to consider such concerns as, communication with faculty and advisors, practical and theoretical application of academic skills, etc.

Given the above creative modes and qualitative relationships, United States students will achieve awareness of the presence of the international and intercultural dimensions of the campus. With United States and foreign students supporting and working for academic reform, the more positive will be the collegiate experience.